

Kindergarten Standards Progression 2012-13

Grade K	Weeks 1-6	Weeks 7-12	Weeks 13-18	Weeks 19-24	Weeks 25-30	Weeks 31-36
Know number names and the count sequence.						
K.CC.1 - Count to 100 by ones and by tens.	<ul style="list-style-type: none"> I can count to 20 by ones. 	<ul style="list-style-type: none"> I can count to 50 by ones and by tens. 	<ul style="list-style-type: none"> I can count to 100 by ones and by tens. 			
K.CC.2 - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	<ul style="list-style-type: none"> I can begin at any number and count to 20. 	<ul style="list-style-type: none"> I can begin at any number and count to 50. 	<ul style="list-style-type: none"> I can begin at any number and count to 100. 			
K.CC.3 - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	<ul style="list-style-type: none"> I can write the numbers from 0-10. I can write a number from 0-10 to show the number of objects. 	<ul style="list-style-type: none"> I can write the numbers from 0-20. I can write a number from 0-20 to show the number of objects. 				
Count to tell the number of objects.						
K.CC.4 - Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a	<ul style="list-style-type: none"> (a) I can count and keep track of quantities up to 10. (b) I understand the last number I say is the number of objects I counted. (b) I understand the number of objects is the same even if I count them in a different arrangement or order. 	<ul style="list-style-type: none"> (a) I can count and keep track of objects up to 20. (b) I understand the last number I say is the number of objects I counted. (b) I understand the number of objects is the same even if I count them in a different arrangement 	<ul style="list-style-type: none"> (c) I can identify which number is one more than a given number. 			

Kindergarten Standards Progression 2012-13

quantity that is one larger.		<ul style="list-style-type: none"> • or order. • (c) I can identify which number is one more than a given number. 				
K.CC.5 - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	<ul style="list-style-type: none"> • I can answer “How Many?” questions by counting up to 10 objects in a line, array, or circle. 	<ul style="list-style-type: none"> • I can answer “How Many?” questions by counting up to 15 objects in a line, array, or circle. • I can answer “How Many?” questions by counting a number of scattered objects to 10. 	<ul style="list-style-type: none"> • I can answer “How Many?” questions by counting up to 20 objects in a line, array, or circle. • I can answer “How Many?” questions by counting a number of scattered objects to 10. • I can count out a number of objects when given a number up to 20. 			
Compare numbers.						
K.CC.6 - Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		<ul style="list-style-type: none"> • I can tell which group of objects is greater than, less than, or equal to another group of objects using my strategies. 	<ul style="list-style-type: none"> • I can tell which group of objects is greater than, less than, or equal to another group of objects using my strategies. 			

Kindergarten Standards Progression 2012-13

		(Strategies: matching and counting)	(Strategies: matching and counting)			
K.CC.7 - Compare two numbers between 1 and 10 presented as written numerals.		<ul style="list-style-type: none"> I can compare two written numbers between 1 and 10. 				
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.						
K.OA.1 - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			<ul style="list-style-type: none"> I can add two amounts within 5 using my strategies. (Strategies: objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations) 	<ul style="list-style-type: none"> I can add two amounts within 10 using my strategies. (Strategies: objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations) I can subtract within 5 using my strategies. (Strategies: objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations) 	<ul style="list-style-type: none"> I can subtract within 10 using my strategies. (Strategies: objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations) 	.

Kindergarten Standards Progression 2012-13

K.OA.2 - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.					<ul style="list-style-type: none"> I can solve addition and subtraction word problems within 10 using my strategies. (Strategies: objects or drawings) 	<ul style="list-style-type: none"> I can solve addition and subtraction word problems within 10 using my strategies. (Strategies: objects or drawings)
K.OA.3 - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).				<ul style="list-style-type: none"> I can show how to break numbers apart into pairs by using a drawing or by writing an equation (within 10). 	<ul style="list-style-type: none"> I can show how to break numbers apart into pairs by using a drawing or by writing an equation (within 10). 	
K.OA.4 - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.				<ul style="list-style-type: none"> I can find the number that makes 10 when added to another number. 	<ul style="list-style-type: none"> I can find the number that makes 10 when added to another number. 	
K.OA.5 - Fluently add and subtract within 5.					<ul style="list-style-type: none"> I can fluently add and subtract within 5. 	
Work with numbers 11-19 to gain foundations for place value.						
K.NBT.1 - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one,					<ul style="list-style-type: none"> I can compose and decompose a number from 11-19 using tens and ones and record the number using my strategies. (Strategies: objects or 	<ul style="list-style-type: none"> I can compose and decompose a number from 11-19 using tens and ones and record the number using my strategies. (Strategies: objects or

Kindergarten Standards Progression 2012-13

two, three, four, five, six, seven, eight, or nine ones.					drawings) • I understand that numbers from 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	drawings) • I understand that numbers from 11-19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
Describe and compare measurable attributes.						
K.MD.1 - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.				• I can use measurement vocabulary to describe the length or width of objects.		
K.MD.2 - Directly compare two objects with a measurable attribute in common, to see which object has “more of” / “less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>				• I can compare the attributes of two objects to see which is more or less and explain how I know.		
Classify objects and count the number of objects in each category.						
K.MD.3 - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.				• I can compare how objects are the same and different. • I can sort objects into groups and count the number in each group.		

Kindergarten Standards Progression 2012-13

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, and spheres).						
K.G.1 - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .						<ul style="list-style-type: none"> I can describe objects in the environment using names and shapes. I can describe where to find an object using relative positions.
K.G.2 - Correctly name shapes regardless of their orientations or overall size.						<ul style="list-style-type: none"> I can name squares, circles, triangles, rectangles, and hexagons. I can name cubes, cones, cylinders, and spheres.
K.G.3 - Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").						<ul style="list-style-type: none"> I can identify a shape as two-dimensional or three-dimensional.
Analyze, compare, create, and compose shapes.						
K.G.4 - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).						<ul style="list-style-type: none"> I can compare and contrast attributes of two-dimensional and three-dimensional shapes.
K.G.5 - Model shapes in the world by building shapes from						<ul style="list-style-type: none"> I can model shapes in the

Kindergarten Standards Progression 2012-13

components (e.g., sticks and clay balls) and drawing shapes.						world by building and drawing.
K.G.6 - Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>						<ul style="list-style-type: none"> I can combine shapes to make larger shapes.